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ABSTRACT

This 1971 study by the National Association of Independent Schools (NAIS) is a survey of employment practices, and policies in member schools. Questionnaires were sent to 721 schools yielding a response rate of 84 percent. Data were broken down into five categories for analysis: boarding schools, day schools, enrollment, salary ranges, and geographic location. The report follows the format of the questionnaire, with actual questions repeated and answered in the original order and the survey results listed. Starting with general information about the schools polled, the results are analyzed under 10 headings: employment practices of the schools, compensation, education of faculty children, fringe benefits, personnel services, organzational climate, teacher evaluation, vacation and absence, professional development, and food and housing for faculty. (Author/LD)

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ANALYTICAL STUDY OF INSTRUCTIONAL PERSONNEL POLICIES IN NAIS MEMBER SCHOOLS

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prepared for the
National Association of Independent Schools

by

Henry Dahlberg, Jr.

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NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS
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INTRODUCTION

In 1960, the National Council of Independent Schools conducted a survey of employment practices in member schools and published a report entitled The Administration of Faculty Compensation. A decade later, the National Association of Independent Schools--prompted by the inevitable changes in practices and policies and by requests for current material from member schools--embarked on a new study.

A questionnaire was developed with the cooperation of Henry Dahlberg, Jr., a doctoral student at Arizona State University, whose dissertation topic was independent school personnel policies. Every effort was made to phrase questions in such a way that schools could interpret and respond to them with a high degree of consistency.

In April 1971, questionnaires were sent to 721 member schools. Of these schools, 604 replied, yielding a gratifying response rate of 84 per cent. The 604 questionnaires, containing over 65,000 individual responses, were coded on computer cards, and frequency distributions were developed on the computer at Arizona State University. Five separate computer runs were needed to develop breakdowns of the data in the five categories selected for analysis: boarding and day schools, enrollment, salary ranges, and geographic location. Using these data, Mr. Dahlberg prepared this report.

The report follows the format of the questionnaire, with the actual questions repeated and answered in the original order.

John Chandler, Jr.
Vice President
National Association of
Independent Schools

December 1972

GEOGRAPHIC REGIONS AND THEIR STATES

NEW ENGLAND	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
MIDDLE ATLANTIC	Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
SOUTH AND SOUTHEAST	Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
MIDWEST	Arkansas, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin
SOUTHWEST	Arizona, Colorado, New Mexico, Texas, Utah
NORTHWEST	Alaska, Idaho, Montana, Oregon, Washington, Wyoming
WEST	California, Hawaii, Nevada

ANALYTICAL STUDY OF INSTRUCTIONAL PERSONNEL POLICIES
IN NAIS MEMBER SCHOOLS

INFORMATION ABOUT THE SCHOOL

1. Is the school a boarding or day school?

Of the 604 schools that responded (84% of the 721 polled), 198 were boarding schools and 406 were day schools. The table in item 5, below, gives geographic distribution. (A school is classified as boarding if its enrollment includes 50% or more boarding students.)

2. Does the school accept boys, girls, or is it coeducational?

Of the schools responding, 158 were boys' schools, 106 were girls' schools, and 340 were coeducational, divided between boarding and day as follows:

	Boarding		Day		Totals	
Type	#	%	#	%	#	%
Boys'	80	40.4	78	19.2	158	26.1
Girls'	40	20.2	66	16.2	106	17.5
Coeducational	78	39.3	262	64.5	340	56.3
Totals	198	(32.7)	406	(67.2)	604	(100)

3. What is the total enrollment of the school?

The following table illustrates the tendency of boarding schools to be somewhat smaller than day schools. It is interesting to note that, whereas schools in the 151-300 range averaged 37.5% of the total nationwide, these schools comprised 49.6% of the 147 schools responding from the New England region.

	Boarding		Day		Totals	
Enrollment	#	%	#	%	#	%
up to 150	62	31.3	37	9.2	99	16.3
151-300	92	46.4	135	33.2	227	37.5
301-500	28	14.1	127	31.2	155	25.6
501-800	12	6.0	81	19.9	93	15.3
801+	4	2.0	26	6.4	30	4.9
Totals	198	(32.7)	406	(67.2)	604	(100)

4. What level of instruction is offered at the school?

Among the respondents there were 110 elementary, 191 secondary, and 297 elementary and secondary schools. The greatest percentage of secondary schools (35.6) was in New England, while the greatest percentage of elementary (38.1) and elementary and secondary (39.2) schools was located in the Middle Atlantic region. There was a marked tendency for larger schools to have elementary and secondary programs, and for such schools to be day schools.

Level	Boarding #	Boarding %	Day #	Day %	Totals #	Totals %
Elementary	12	6.0	98	24.1	110	18.2
Secondary	146	73.3	45	11.0	191	31.6
Elem. & sec.	39	19.6	258	63.5	297	49.1
Totals	197	(32.7)	401	(67.2)	598*	(100)

(*6 "no response" omitted)

5. In what region of the country is the school located?

Region	Boarding #	Boarding %	Day #	Day %	Totals #	Totals %
New England	74	37.3	73	17.9	147	24.3
Middle Atlantic	49	24.7	160	39.4	209	34.6
South & S.E.	27	13.6	66	16.2	93	15.3
Midwest	19	9.5	51	12.5	70	11.5
Southwest	14	7.0	14	3.4	28	4.6
Northwest	0	0.0	7	1.7	7	1.1
West	15	7.5	35	8.6	50	8.2
Totals	198	(32.7)	406	(67.2)	604	(100)

6. What is the school's approximate median faculty salary on a full-time-equivalency basis?

The following table represents the relation between school size and median salary. (For ease of interpretation, the four original median-salary ranges have been condensed.)

Enrollment	$3000-7000 #	$3000-7000 %	$7001-8001+ #	$7001-8001+ %	No response #	No response %
up to 150	67	67.6	27	27.2	5	5.0
151-300	75	33.0	138	60.7	14	6.1
301-500	28	17.9	112	72.2	15	9.6
501-800	7	7.4	80	85.9	6	6.4
801+	0	0.0	28	93.3	2	6.6
Totals	177	(29.2)	385	(63.6)	42	(6.9)

Median salaries at boarding schools tended to be somewhat lower, on the average, than salaries at day schools:

Salaries	Boarding #	Boarding %	Day #	Day %	Totals #	Totals %
3000-6000	19	9.5	31	7.6	50	8.2
6001-7000	54	27.2	73	17.9	127	21.0
7001-8000	69	34.8	127	31.2	196	32.4
8001+	39	19.6	150	36.9	189	31.2
No response	17	8.5	25	6.1	42	6.9
Totals	198	(32.7)	406	(67.2)	604	(100)

Following is a distribution of median-salary levels by geographic region:

Region	$3000-6000		$6001-7000		$7001-8000		$8001+		No response	
	#	%	#	%	#	%	#	%	#	%
New England	14	9.5	31	21.0	42	28.5	46	31.2	14	9.5
Middle Atlantic	18	8.6	41	19.6	70	33.4	68	32.5	12	5.7
South & S.E.	11	11.8	25	26.8	36	38.7	15	16.1	6	6.4
Midwest	2	2.8	11	15.7	18	25.7	34	48.5	5	7.1
Southwest	2	7.1	6	21.4	13	46.4	7	25.0	0	0.0
Northwest	0	0.0	1	14.2	4	57.1	2	28.5	0	0.0
West	3	6.0	12	24.0	13	26.0	17	34.0	5	10.0
Totals	50	(8.2)	127	(21.0)	196	(32.4)	189	(31.2)	42	(6.9)

I. EMPLOYMENT PRACTICES

A. Does the school assign an actual dollar value to its perquisites and benefits when hiring new staff?

Yes: 120 (19.8%) No: 457 (75.6%) No response: 27 (4.4%)

One might expect that schools with the lowest median salaries would tend to assign dollar values to perquisites and benefits, but this was not the case. Only 10% of the schools with median salaries in the $3000-6000 range assigned dollar values, whereas 22.9% of those in the $7001-8000 range did. Not surprisingly, a higher percentage of boarding schools tended to assign values than day schools.

Assign dollar values	Boarding		Day	
	#	%	#	%
Yes	50	25.2	70	17.2
No	140	70.7	317	78.0
No response	8	4.0	19	4.6
Totals	198	(32.7)	406	(67.2)

The practice of assigning dollar values seemed more firmly established in the South and Southeast, Midwest, and Southwest (average = 26%) than in New England or the West (average = 14%).

B. Does the school inform prospective faculty members of its actual minimum, median, and maximum salaries?

Yes: 265 (43.8%) No: 329 (54.5%) No response: 10 (1.6%)

The South-Southeast and the New England states (35.4% and 36.7%, respectively) had the fewest schools on a regional percentage basis answering this question affirmatively. The Middle Atlantic, Northwest, and West (48.3%, 85.7%,* and 54.0%, respectively) had the most schools on a regional percentage basis answering "yes."

*This percentage and all others given for the Northwest may be subject to misinterpretation owing to the small number of schools responding from that region.

There was virtually no difference in "yes" answers between boarding and day schools (42.4% and 44.5%, respectively).

As might be expected, schools with the highest median salaries tended to be more willing to share information concerning salary ranges with prospective teachers.

It also appeared that school size was related to a school's response: the larger the school, the larger the percentage of "yes" answers. This might be partially attributed to the tendency of larger schools to have a higher median salary.

C. Do faculty members have the option of receiving their paychecks either during the regular academic year (customarily 10 months) or over a 12-month period?

Yes: 372 (61.5%) No: 226 (37.4%) No response: 6 (0.9%)

School size seemed to have little bearing on this question, with the possible exception of schools having 501-800 students. Some 75.2% of those schools answered "yes," the next highest figure was 62.9%, for schools with 151-300 students, and the average for all schools was 61.5%.

Day schools seemed slightly more disposed toward extending this option to their faculty members than boarding schools (63.5% and 57.5%, respectively).

Geography had little effect on this question, except for the greater tendency of schools in the South and Southeast and the Southwest to extend the option (68.8% and 71.4%, respectively).

D. In employing faculty members, does the school use:

1. A formal contract, to be signed by both parties?

Yes: 344 (56.9%) No: 161 (26.6%) No response: 99 (16.3%)

Formal contracts were preferred by a majority of day schools (61.8%) and a minority of boarding schools (46.9%). Larger schools also tended to offer formal contracts. Geographically, schools tended to respond in similar ways to the question, with the notable exception of the New England region, where only 56 schools (38.0%) indicated that they used formal contracts.

2. A letter of appointment, with provision for acceptance by the teacher?

Yes: 258 (42.7%) No: 144 (23.6%) No response: 202 (33.4%)

As would be anticipated from the findings in D.1, a majority of New England schools (51.0%) favored a letter of appointment over a formal contract, while the national percentage was 42.7%. Forty-eight per cent of the

boarding schools used a letter, while only 39.6% of the day schools did. Salary range and school size had little bearing on this question.

It is important to note that 47 schools used both a contract and a letter of appointment. Whether these were used together, or a contract for some faculty members and a letter for others, at the option of the administration or the faculty member, is not known.

3. Neither a contract nor a letter of appointment?

Yes: 49 (8.1%) No: 553 (91.5%) No response: 2 (0.3%)

Not surprisingly, larger schools were least likely to have neither contract nor letter, and boarding schools (10.1%) were only slightly more likely than day schools (7.1%) to have neither.

Geographically, only New England, with 13.6% offering neither document, and the Southwest, with 21.4% offering neither, deviated significantly from the national average of 8.1%.

Perhaps the most interesting finding here is that 18.0% of the schools having the lowest median salaries offered neither a contract nor a letter of appointment.

E. If the school does have a contract or letter of appointment, does the document explain in detail the extracurricular responsibilities of the new faculty member?

Yes: 263 (43.5%) No: 262 (43.3%) Not applicable: 43 (7.1%)

No response: 36 (5.9%)

The even division between "yes" and "no" responses is noteworthy, and holds also for geographic and median-salary variables. Smaller schools tended to be more specific concerning extracurricular responsibilities. Boarding schools exhibited a significantly higher percentage of affirmative response than day schools (50.0% and 40.3%, respectively).

F. If the school does offer a contract or a letter of appointment, does it specify an employment period longer than a single year?

Yes: 23 (3.8%) No: 538 (89.0%) No response: 42 (6.9%)

None of the variables studied seem to be important to this question. There was only the slightest tendency for schools having 801 or more students to answer "yes," and a slight tendency for schools in the West and Southwest to specify an employment period of longer than a year.

G. Please rank in order of importance the school's major source of new faculty members. [Responses are listed in order of importance.]

a. Unsolicited applications were the main source of new faculty members. Some 38.7% of the schools ranked this method first, and 75.3% ranked it among the top three.

Somewhat unexpectedly, median-salary range had no significant bearing on the percentage of unsolicited applications received by individual schools. However, the effect of other variables is noteworthy.

The larger the school, the greater the percentage of unsolicited applications. Whereas 29.2% of schools with enrollments of up to 150 ranked this source as most important, some 53.3% of schools having over 800 students did so.

Day schools (78.3%) drew more heavily from this source than boarding schools (67.5%).

Geographical differences were interesting. While most regions ranked unsolicited applications as being important (ranging from 28.5% to 32.9%), schools in the South and Southeast and the Southwest ranked them as extremely important (first rank given by 60.2% and 68.0% of these schools, respectively).

f. Teacher placement bureaus were cited as the second most frequent source of new faculty members. Over-all, 25% of all schools ranked them first, 19.3% second, and 10.3% third. Some 26.4% assigned this source no rank.

Some 60.5% of the boarding schools ranked this source among the top three, while 52.0% of the day schools did so.

Geographically, the only two regions falling significantly below the national average of 25% in ranking this as an important source were the South and Southeast (13.9%) and the West (4.0%).

c. Referrals by staff, parents, or friends of the school proved to be the third most important source nationwide. Schools in the lowest median-salary range tended to rely more heavily on this source than others.

School size had a direct correlation with rankings:

Enrollment	% ranking 1-3
up to 150	45.3
151-300	53.8
301-500	54.7
501-800	59.0
801+	63.3

Day schools relied more than boarding schools on referrals (58.9% and 43.8%, respectively, ranking them 1-3).

Referrals were most important for Northwest schools (28.5%) and least for New England schools (11.5%).

g. College placement bureaus ranked fourth nationwide. The fact that only 27.2% of the boarding schools failed to rank this source, as compared with 40.8% of the day schools, is evidence of boarding schools' greater reliance on college placement bureaus.

Geographically, colleges were a far more important source of faculty members for schools in New England, the Midwest, and the Southwest than elsewhere.

Schools with higher median salaries seemed to call on colleges for new teachers more often than others: whereas only 29.6% of them failed to rank this source, 48.0% of the lowest-median-salary schools did so.

b. Referrals by other independent schools were ranked among the top three by only 14.7% of the schools, with some 52.3% ascribing no importance to it at all.

h. NAIS publications were not ranked by 54.1% of the schools.

d. Student teachers or postgraduate teaching programs were given 1-3 ranking by only 9.7% of the schools, with 61.0% of them giving it no rank. Predictably, larger schools participated to a larger extent in teacher-training and postgraduate programs and thus tended to secure more of their faculty members this way, as did schools with higher median salaries.

e. Former students who return to work as teachers were cited as a source only by larger schools, and not too frequently by them.

H. Please rank in order of importance the most influential factors in determining the salaries of new faculty members.

a. A record of teaching excellence and experience was the most important factor, with 78.3% of the schools ranking it first, and only 8.2% failing to rank it at all.

b. Anticipated workload received the second highest ranking, with smaller schools and schools with lower median salaries tending to give it higher priority than others.

c. Graduate work and advanced degrees was the third most important factor.

d. Age, number of dependents, and other personal information was, overall, the least important. Only smaller schools and boarding schools gave it much significance.

II. COMPENSATION

A. Does the school have a set, published salary schedule?

Yes: 132 (21.8%) No: 469 (77.6%) No response: 3 (0.4%)

There was a marked tendency for larger schools to have a set, published salary schedule:

Enrollment	Yes		No	
	#	%	#	%
up to 150	11	11.1	86	86.8
151-300	48	21.1	178	78.4
301-500	38	24.5	117	75.4
501-800	22	23.6	71	76.3
801+	13	43.3	17	56.6
Totals*	132	(21.8)	469	(77.6)

(*3 "no response" omitted)

Day schools had a higher percentage of set-salary schedules (99, or 24.3%) than boarding schools (33, or 16.6%).

On a percentage basis, set-salary schedules were most infrequent in New England and most frequent in the West and the Northwest.

B. Does the school grant a special cash bonus in recognition of outstanding teaching, apart from an annual salary increase?

Yes: 85 (14.0%) No: 507 (83.9%) No response: 12 (1.9%)

A greater percentage of the larger schools granted such a bonus, as did schools with higher median salaries.

Geographically, there was little difference between regions, with the exception of the Southwest, where 25.0% granted special bonuses.

C. Does the school have a specific formula for increasing salaries of its faculty on the basis of:

1. Excellence in teaching?

Yes: 184 (30.4%) No: 385 (63.7%) No response: 35 (5.7%)

The only finding of note was the tendency of larger schools to use this criterion for increasing salaries more often than smaller schools.

2. Years of teaching experience?

Yes: 296 (49.0%) No: 286 (47.3%) No response: 22 (3.6%)

There was a marked tendency for larger schools (60.0%) to consider this variable more frequently than the smallest schools (40.4%).

Day schools tended to take teaching experience into account more often than boarding schools.

Most geographic areas were near the national average (49.0%) in using this variable, with the exception of New England (36.7%).

3. Graduate work and advanced degrees?

Yes: 248 (41.0%) No: 325 (53.8%) No response: 31 (5.1%)

Again, larger schools proved far more likely to take graduate work and advanced degrees into account in increasing salaries.

Most regions responded near the national average (41.0%), with the exception, once again, of New England (28.5%).

D. Does the school determine a portion of the amount of annual salary increase on the basis of teaching performance?

Yes: 407 (67.3%) No: 179 (29.6%) No response: 18 (2.9%)

More schools with a higher median salary answered "yes" than schools with lower medians, as did larger schools.

E. Does the school offer additional salary to faculty members with dependents, over and above that offered to teachers without dependents?

Yes: 82 (13.5%) No: 517 (85.5%) No response: 5 (0.8%)

Some 18.6% of the boarding schools answered "yes," as compared with 11.0% of the day schools.

Schools with the lowest median salaries had 20.0% responding "yes," as compared with only 10.0% of the highest-salaried schools.

F. Does the school have a set maximum salary for faculty members?

Yes: 173 (28.6%) No: 425 (70.3%) No response: 6 (0.9%)

G. Does the school offer an additional cash allowance for faculty members living in housing not furnished by the school? (Check "not applicable" if all or none of the faculty members live in school housing.)

Yes: 114 (18.8%) No: 201 (33.2%) Not applicable: 282 (46.6%)

No response: 7 (1.1%)

A comparison between boarding and day schools reveals the following:

	Boarding		Day	
Response	#	%	#	%
Yes	84	42.4	30	7.3
No	77	38.8	124	30.5
Not applicable	34	17.1	248	61.0
Totals*	195	(32.7)	402	(67.2)

(*7 "no response" omitted)

Geographically, most regions were near the national average of 18.8% answering "yes," with the exception of New England, where 31.2% of the schools responded affirmatively.

H. Rank the following factors with respect to their importance in affecting the salary range of the school.

a. The school's financial resources was, as anticipated, the most important factor, with 70.5% of the schools ranking it first. Only schools having over 800 students deviated significantly from the national average--with 50.0% of these giving resources first rank--as did schools in the Southwest (53.8%). Western schools should be noted, since 86.0% of them listed resources first. Not surprisingly, 90.0% of the schools with the lowest median salaries listed resources as the chief factor affecting salary range.

b. The salary range in comparable independent schools proved to be the second most important factor, with 53.4% of the schools ranking it first or second. Schools with fewer than 501 students ranked it higher than larger schools, as did schools in the New England and the Middle Atlantic states.

c. Salaries offered in nearby public schools was third in importance. Larger schools and day schools tended to rank this factor higher than smaller schools and boarding schools, as did schools with higher median salaries.

d. The cost of living in the community tended to be more important to larger schools and also to those with higher median salaries and to day schools.

e. The dollar value of the perquisites and benefits offered was, as expected, of particular importance to boarding schools and to schools with lower median salaries.

III. EDUCATION OF FACULTY CHILDREN

A. Does the school grant full tuition remission for qualified faculty children?*

Yes: 416 (68.8%) No: 173 (28.6%) No response: 15 (2.4%)

*At the time this report was being edited, the Internal Revenue Service was questioning the tax status of tuition remission for faculty and staff children at the same school where the parents were employed. The families receiving such tuition remission, as well as those responsible for establishing school policy, should watch for developing IRS rulings and/or regulations. In the meantime, schools should continue their present policy concerning tuition remission for faculty and staff children.

1. If "no," does the school grant partial tuition remission for qualified faculty children?

Yes: 161 (26.6%) No: 28 (4.6%) No response: 414 (68.5%)

As might be expected, schools with lower median salaries were less likely to offer full tuition remission. However, these same schools were most likely to offer partial remission. Only 28 schools (4.6%) offered no remission at all. Day schools were more likely to offer partial remission than boarding schools, which had a slight tendency to offer full remission more frequently.

There was a propensity for schools in New England (82.9%) and the Southwest (89.2%) to offer full tuition remission at rates far higher than schools in other regions.

B. Are either full or partial tuition grants determined on the basis of financial need?

Yes: 171 (28.3%) No: 402 (66.5%) No response: 31 (5.1%)

Schools with lower median salaries and smaller schools were most likely to base grants on financial need, whereas schools in the South and Southeast were least likely to take need into consideration.

C. Does the school have a cooperative agreement with other independent schools for education of faculty children on an exchange basis at a reduced- or forgiven-tuition rate?*

Yes: 125 (20.6%) No: 470 (77.8%) No response: 9 (1.4%)

Schools in the Southwest were far more likely (39.2%) than schools elsewhere (20.6%) to have cooperative agreements.

D. Does the school grant a tuition allowance for children of faculty members to attend other independent schools?

Yes: 50 (8.2%) No: 551 (91.2%) No response: 3 (0.4%)

Large schools and schools with high median salaries were more likely to offer this allowance than others. Boarding schools were also more liekly (14.1%) than day schools (5.4%) to do so.

*Internal Revenue Service Regulations Sec. 1.117-3a clearly state that a tuition remission received (on an exchange basis) by the child of a teacher at a school other than the one at which the parent works is tax-exempt.

E. Does the school grant a tuition allowance for children of faculty members to attend college?

Yes: 26 (4.3%) No: 574 (95.0%) No response: 4 (0.6%)

Of the 26 schools offering this allowance, 17 were located in the New England and the Middle Atlantic regions. Seventeen of the 26 were also boarding schools.

IV. FRINGE BENEFITS

A. Does the school offer a moving allowance for all new faculty members?

Yes: 82 (13.5%) No: 514 (85.0%) No response: 8 (1.3%)

1. If not, does the school offer a moving allowance as an additional inducement to some new faculty members?

Yes: 234 (38.7%) No: 270 (44.7%) No response: 100 (16.5%)

Ninety (45.4%) boarding schools and 144 (35.4%) day schools offered a moving allowance. A strong tendency existed for large schools and schools with high median salaries to offer such an inducement. Some 60.7% of schools in the Southwest followed this practice, as compared with the national average of 38.7%.

B. Does the school make provision for summer employment for most faculty members who desire it?

Yes: 181 (29.9%) No: 412 (68.2%) No response: 11 (1.8%)

There was a strong tendency for large schools and schools with high median salaries to offer their teachers summer employment.

C. Approximately what percentage of the faculty does the school employ in summer programs?

The data are questionable here because of the omission of a percentage category. However, it is interesting to note that 201 (33.2%) of the schools responding had no summer programs.

D. Does the school permit faculty members and their families to use the school infirmary or nurse's office?

a. On the same basis as students? 118 (19.5%)

b. For minor medical problems, at no charge? 165 (27.3%)

c. Not at all? 37 (6.1%)

d. Not applicable (no regularly assigned medical personnel) 260 (43.0%)

The following table lists the responses of boarding and day schools:

Response	Boarding #	Boarding %	Day #	Day %
a. Same as students	55	27.7	63	15.5
b. Minor--no charge	102	51.5	63	15.5
c. Not at all	21	10.6	16	3.9
d. N/A (no personnel)	11	5.5	249	61.3
e. No response	9	4.5	15	3.6
Totals	198	(32.7)	406	(67.2)

V. PERSONNEL SERVICES

A. Are payroll deductions made, upon the request of faculty members, for such purposes as the payment of group-insurance premiums, U.S. Savings Bonds, and tax-sheltered annuities?

Yes: 488 (80.7%) No: 111 (18.3%) No response: 4 (0.6%)

Larger schools were more likely to make these deductions than smaller ones.

B. Are faculty members protected from financial liability in negligence suits arising from the performance of their duties?

Yes: 446 (73.8%) No: 136 (22.5%) No response: 22 (3.6%)

1. If "yes," does the school pay the total cost of this insurance?

Yes: 426 (70.5%) No: 19 (3.1%) No response: 159 (26.3%)

C. Does the school have a discretionary fund to help meet unusual medical or financial emergencies experienced by its faculty?

Yes: 180 (29.8%) No: 417 (69.0%) No response: 7 (1.1%)

VI. ORGANIZATIONAL CLIMATE

A. Does the school provide complete and comprehensive written policies affecting instructional personnel in a handbook or other reference document and make it available to each member of the faculty?

Yes: 255 (42.2%) No: 334 (55.2%) No response: 15 (2.4%)

Not surprisingly, larger schools were more likely to have handbooks, as were day schools. New England schools were notable in the small percentage that furnished faculty members with policy statements (28.5%, as compared with the national average of 42.2%). A selection of handbooks submitted by responding schools is on file and available for inspection at the NAIS office.

B. Does the school hire substitute teachers rather than requesting presently employed teachers to "cover" for an absent colleague?

Yes: 290 (48.0%) No: 284 (47.0%) No response: 30 (4.9%)

The relation of school size to this question is detailed in the following table:

	Yes		No	
Enrollment	#	%	#	%
up to 150	36	36.3	58	58.5
151-300	109	48.0	109	48.0
301-500	77	49.6	72	46.4
501-800	50	53.7	36	38.7
800+	18	60.0	9	30.0
Totals*	290	(50.5)	284	(49.4)

(*30 "no response" omitted)

Also of interest is the divergence of policy on this question between boarding and day schools:

	Boarding		Day	
Response	#	%	#	%
Yes	45	22.7	245	60.3
No	146	77.7	138	33.9
Totals*	191	(33.4)	383	(66.7)

(*30 "no response" omitted)

Geographically, the New England schools' response was noteworthy, with only 28.5% indicating that they hired substitutes on a regular basis, as compared with 48.0% nationwide.

C. Does the school have a written tenure policy?

Yes: 38 (6.2%) No: 560 (92.7%) No response: 6 (0.9%)

1. If "yes," after what period of time is tenure granted?

1-3 years: 19 4-5 years: 15 6+ years: 6

Large schools and those with high median salaries were more likely to have a written tenure policy.

D. Are most faculty members required to work in extracurricular activities?

Yes: 476 (78.8%) No: 123 (20.3%) No response: 5 (0.7%)

Following is a comparison of boarding and day schools:

	Boarding		Day	
Response	#	%	#	%
Yes	180	90.9	296	72.9
No	15	7.5	108	26.6
Totals*	195	(32.7)	404	(67.2)

(*5 "no response" omitted)

1. If "yes," is such work considered to be part of the annual salary, and as such not to entail an additional stipend?

Yes: 446 (73.8%) No: 35 (5.7%) No response: 123 (20.3%)

E. Does the school have established written criteria and specific detailed procedures for dismissal of instructional personnel?

Yes: 55 (9.1%) No: 541 (89.5%) No response: 8 (1.3%)

Only schools having over 800 students differed significantly from the over-all average: some 30.0% of them had detailed dismissal procedures, as compared with the national figure of 9.1%.

F. Rank in order of importance the following factors as they would seem to influence those choosing to join the faculty at the school. [Responses are listed in order of importance.]

a. Reputation of the school and its faculty was listed by 47.8% of all schools as being most influential. The larger the school, the more likely it was to rank reputation highest. Percentages range from 34.3% for schools having fewer than 151 students to 70.0% for schools having over 800. Reputation also tended to be more important for day than boarding schools. The South and Southeast considered it most important (61.2%), whereas only 37.1% of the schools in the Southwest gave it first rank.

c. Greater freedom of instruction was ranked second most important. Only schools in the South and Southeast departed from the nationwide average of 27.1%, with 13.9% of them ranking this item first.

e. Opportunity to work closely with students in extracurricular as well as academic areas was assigned particular importance by smaller schools and boarding schools.

b. Climate and locale elicited a rather weak response except from schools with lower median salaries and, predictably, from schools in the Southwest and the West.

d. Salary and benefits ranked last in importance, as expected. Only the larger schools and those with the highest median salary gave this factor much significance.

VII. EVALUATION

A. Does the school have a formal written plan for continuing self-evaluation of its academic program developed by the staff and separate from an evaluative procedure established by an accrediting agency?

Yes: 42 (6.9%) No: 554 (91.7%) No response: 8 (1.2%)

1. If "yes," was the instrument primarily developed by:

The faculty? 1 The administration? 6 Cooperatively? 39

B. How is the teaching competence of faculty members evaluated? [Responses are listed in order of importance.]

a. Classroom observation by headmaster or headmistress and
b. Classroom observation by department head

These two evaluative procedures, discussed jointly, were the two most important methods, with (a) receiving first rank from 29.3% and (b) from 30.6% of the schools responding. There was a significant tendency for smaller schools and those with lower median salaries to rely on evaluation by the head of the school.

e. Comments from parents, students, the teacher, and his colleagues were the second most popular method. Fifty per cent of schools having over 800 students did not use this method at all, however.

h. How well the teacher's students succeed in the future at the school and at other academic institutions later on was the third-ranking method. Schools with lower median salaries tended to use it more often than those with higher medians.

f. The performance of the teacher's students on standardized exams received a fairly weak response, with 60.4% of the schools failing to rank it at all.

g. Self-evaluation by the teacher was not ranked by 63.9% of the schools.

c. Evaluation by teacher and administrators, using an agreed-upon criterion, was an extremely little-used method, with 71.8% of the schools not ranking it at all. This method was used by a comparatively greater number (39.9%) of schools having over 800 students, however.

d. Student evaluation of teacher (written) was the least-used method, with 81.1% of the schools failing to rank it at all.

VIII. VACATION AND ABSENCE

A. How many days' absence does the school's formal policy allow annually at full salary for sickness? (Check "not applicable" if not limited by formal policy.)

1-10 days: 147 (24.3%) 11-20 days: 55 (9.1%)

20+ days: 36 (5.9%) Not applicable: 357 (59.1%)

No response: 9 (1.4%)

As might be expected, boarding schools and schools with lower median salaries tended to allow fewer days of sick leave at full salary.

B. How many days' accumulation of sick leave does the school's formal policy allow for faculty members? (Check "not applicable" if not limited by formal policy.)

0 days: 69 (11.4%) 1-50 days: 73 (12.0%)

51-100 days: 22 (3.6%) 101+ days: 16 (2.6%)

Not applicable: 414 (68.5%) No response: 10 (1.5%)

In addition to finding that 68.5% of all schools had no formal policy (particularly smaller schools), boarding schools again tended to allow fewer accumulated days of sick leave than day schools.

C. Does the school's policy include provision for paid absence owing to illness in the immediate family?

Yes: 350 (57.9%) No: 226 (37.4%) No response: 27 (4.4%)

There is a strong possibility that this question was misinterpreted, with confusion arising over whether the school had a formal policy on this question. For that reason, the results are suspect.

D. In general, for which of the following does the school grant full, partial, or no pay?

a. Maternity leave

Full: 103 (17.0%) Partial: 50 (8.2%) None: 302 (50.0%)

No response: 149 (24.6%)

There was a slight tendency for boarding schools, smaller schools, and schools with higher median salaries to offer full pay for maternity leave.

b. Jury duty or court summonses

Full: 430 (71.1%) Partial: 44 (7.2%) None: 51 (8.4%)

No response: 79 (13.0%)

c. Death in the family, occasioning absence for a limited time

Full: 569 (94.2%) Partial: 12 (1.9%) None: 13 (2.1%)

No response: 10 (1.6%)

d. Religious observances

Full: 494 (81.7%) Partial: 9 (1.4%) None: 54 (8.9%)

No response: 47 (7.7%)

IX. PROFESSIONAL DEVELOPMENT

A. Has the school provided training for faculty members in workshops one day in length or more, taught by consultants from outside the school, this academic year?

Yes: 338 (55.9%) No: 260 (43.0%) No response: 5 (0.8%)

Some 45.4% of the smallest schools answered "yes," while 76.6% of those having over 800 students did so.

A comparison of boarding and day schools follows:

	Boarding		Day	
Response	#	%	#	%
Yes	96	48.4	242	59.6
No	99	50.0	161	39.6
No response	3	1.5	3	0.7
Totals	198	(32.7)	406	(67.2)

B. Does the school provide for limited professional leave at full pay for conferences and other professional meetings?

Yes: 590 (97.6%) No: 13 (2.1%) No response: 1 (0.1%)

C. Does the school financially assist selected faculty members doing graduate or similar work for professional advancement?

Yes: 479 (79.3%) No: 120 (19.8%) No response: 5 (0.8%)

Some 60.0% of the schools with the lowest median salaries answered "yes," as compared with 89.9% of those with the highest medians. A similar trend existed between smaller and larger schools.

D. Does the school grant sabbatical leave for study or educational travel?

Yes: 169 (27.9%) No: 429 (71.0%) No response: 6 (0.9%)

There was a large increase in the percentage of "yes" answers as schools increased in size and in median salary (from 22.2% to 50.0% from the smallest to the largest, and from 18.0% to 42.8% from the lowest to the highest median salaries).

Following is a comparison of boarding and day schools:

	Boarding		Day	
Response	#	%	#	%
Yes	74	37.3	95	23.3
No	124	62.6	305	75.1
No response	0	0.0	6	0.9
Totals	198	(32.7)	406	(67.2)

1. If "yes," at what percentage of full salary, assuming a half year of leave?

0%: 19 1-30%: 7 31-70%: 17 71-100%: 70

Not applicable: 71

2. If "yes," at what percentage of full salary, assuming a full year of leave?

0%: 22 1-30%: 8 31-70%: 65 71-100%: 46

Not applicable: 54

3. If "yes," how many years' employment are required before sabbatical leave is granted?

1-5 years: 25 6-10 years: 100 11+ years: 17

X. FOOD AND HOUSING*
(only for schools with 50% or more boarding students)

A. What percentage of the school's faculty live in school-owned housing?

0-30%: 41 31-70%: 53 71-100%: 109 No response: 2

*Under Sec. 119 of the Internal Revenue Code of 1954, the value of room and board furnished to the employee for the convenience of the employer is excluded from taxation. Further, under Internal Revenue Ruling 59-409, the value of room and board furnished "the wife and children" of an employee for the convenience of the employee's employer is excluded from taxation.

B. Does the school charge rent?

Yes: 31 No: 169 No response: 5

1. If "yes," is the rent charged by the school less than that charged in nonschool-owned housing?

Yes: 33 No: 3

C. What percentage of the faculty who live in school-owned housing pay for utilities?

0-30%: 174 31-70%: 10 71-100%: 10 No response: 3

D. May instructional personnel live in their school-owned residence under similar arrangements during the summer?

Yes: 191 No: 9 No response: 5

E. Does the school provide all meals for faculty members at no cost when the dining hall is operating?

Yes: 163 No: 39 No response: 3

1. If "yes," may food be taken from the dining hall to faculty residences? (This does not refer to the exceptional case during the illness of a faculty member.)

Yes: 34 No: 138 No response: 33

F. Does the dining hall continue to prepare meals for faculty members:
--during school vacations?

Yes: 25 No: 173

--during the summer?

Yes: 33 No: 162

G. Does the school require most faculty members to eat their meals with the students?

Yes: 108 No: 92 No response: 5

H. Does the school allow families of faculty members to eat in the dining hall on a regular basis when school is in session?

Yes: 158 No: 39 No response: 7